



The “ME” IN MEANINGFUL CAREER PLANNING: SELF-ASSESSMENT

FACILITATOR GUIDE

SESSION OVERVIEW

This session is designed for two 80 minute classes periods followed by an additional class of computer based career assessment using alis.alberta.ca and www.careercruising.com.

This material is intended for delivery following Career Planning and prior to Getting the Goods On line and Off: How to Research Work.

LEARNING OBJECTIVES

1. Students will develop self-awareness by coming to an understanding of their own unique values, skills, interests and abilities.
2. Students will be knowledgeable about the connections between their values, skills, interests and abilities, and their future career choices.
3. Students will have an opportunity to explore careers related to their values, skills, interests and abilities.

MATERIALS

Hand Out 1 – Pause and Reflect

Hand Out 2 – Meaningful Reflection

Hand Out 3 – Interests, Skills and Abilities, Personality/Temperament Assessments, 4pgs

Hand Out 4 – Refining Values, 2pgs

Hand Out 5 – My Assessments Summary

Hand Out 6 – What Are My Learning/Work Smarts? 3pgs

Hand Out 7 – Developing a Personal Mission Statement

Hand Out 8 – Visioning the Future, 2pgs

Hand Out 9 – Career Cruising Matchmaker Activity, 2pgs

OVERVIEW AND TIMELINES

| | |
|--|------------|
| Introduction | 7 Minutes |
| Exploring the Past – Pause and Reflect | 5 Minutes |
| Exploring the Past – Meaningful Reflection | 10 Minutes |
| Understanding the Present – Assessments | 15 Minutes |



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| | |
|---|------------|
| Understanding the Present – Refining Values | 10 Minutes |
| Understanding the Present – Multiple Smarts | 10 Minutes |
| Understanding the Present – Mission Statement | 20 Minutes |
| Visioning the Future – Visioning the Future | 15 Minutes |
| Visioning the Future – Career Cruising Activity | 40 Minutes |
| Wrap Up – Self-Assessment: A Life Skill | 3 Minutes |

ACTIVITIES

INTRODUCTION

The following activities focus on the student's past experience, present reality and future vision, which together develop a greater understanding of who they are and what their personal goals are.

Explain to the students that self-assessment is a process used to develop greater awareness of who they are and what they can do, so they can make valid choices as they plan for the future. These activities have been developed to allow students to explore their interests, personality and skills. Knowledge of themselves will make them more confident in their abilities to make good choices. Students should be aware that this self-assessment is not a final one and that career planning, including self-assessment, occurs over their lifetimes.

Many of the completed assignments are suitable as entries for the students' Career Planning Portfolio. These assignments are highlighted with a  Encourage students to do their best work with these assignments to make them appropriate portfolio documents.

Ask students to think of an achievement in their lives that they are proud of. This achievement may appear to be something as basic as riding a bike to learning to play an instrument. The important thing is that the student is proud of their achievement. Instruct students to share this achievement with the student next to them, explaining why it was a proud achievement for them. Ask for a few volunteers to share their experience.




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EXPLORING THE PAST

PAUSE AND REFLECT

Using the **Pause and Reflect Hand Out**, discuss self reflection with the students. It is helpful to use an example such as getting a driver’s license when discussing self-reflection.

MEANINGFUL REFLECTION


Instruct students to complete the **Meaningful Reflection Hand Out**.  Solicit a few responses from the students after they have completed the assignment.

UNDERSTANDING THE PRESENT

CAREER PLANNER ASSESSMENTS

Explain to the students that when they choose a career path it is important to have an understanding of themselves. Only they know what they believe in, what they can do and what they enjoy doing. There are four aspects related to career planning that are helpful to consider when doing self-assessment: interests, skills, values and traits. Instruct students to complete the **Interests, Skills and Abilities, Personality/ Temperament Assessments Hand Outs**.

REFINING VALUES


This additional values activity is to help students refine their understanding of values and to consider personal and public values. Further, life circumstances can require making choices about which values are more important. Ask students to complete **Refining Values Hand Out**. 

Have students complete the **My Assessments Summary Hand Out**.

MULTIPLE SMARTS

Refer to, “**Facilitator Notes on Multiple Intelligences/SMARTS**”, for background information about multiple intelligences/SMARTS to support the presentation of this material.

Instruct students to complete the **What Are My Learning/Work SMARTS?**

Hand Out.  Then ask them to complete the **My SMARTS Summary**. Solicit feedback from the students. Discuss how SMARTS impacts upon one’s career options.



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MISSION STATEMENT

Using the **Personal Mission Statement Hand Out**, discuss the meaning of a mission statement and how creating a mission statement helps students to clarify their goals, values, relationships, as well as their strengths and weaknesses. **There are two options/activities** for having students develop a mission statement; one asks them to write a paragraph using questions as a guide for writing a mission statement; the other is an on-line activity.

Choose either of these activities for students to complete. 

FACILITATOR NOTES

ON MULTIPLE INTELLIGENCES/SMARTS

How intelligent are we? This is a subjective question, and depending on the context, it doesn't tell very much about us as individuals and how we know and understand the world. A better question might be, “How are we intelligent?” Howard Gardner, a psychologist, first discussed the theory of Multiple Intelligences in his 1983 publication *Frames of Minds* in order to explain and identify the variety of ways that individuals learn best. While some of us are smart with language or self (linguistic or intrapersonal), and some are better with people (interpersonal) or nature (naturalist), others may have logical (logical-mathematical), kinesthetic, image (spatial) or musical talents. It is the way that we best understand, know and learn about the world around us.

Thomas Armstrong, another psychologist, published a book in 1993 entitled, *7 Kinds of Smarts: Identifying and Developing Your Many Intelligences* in which he discusses Multiple Intelligences in laymen's terms to make it easier for educators to provide differentiated learning strategies for students. He argues that among us we have different learning styles and that a particular method or strategy may be more effective for one style than another.

He writes about a task:

You might read about it (linguistic), study mathematical formulas that express it (logical-mathematical); examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law...



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Gardner’s and Armstrong’s terms for the eight intelligences are listed below:

Gardner’s Terms

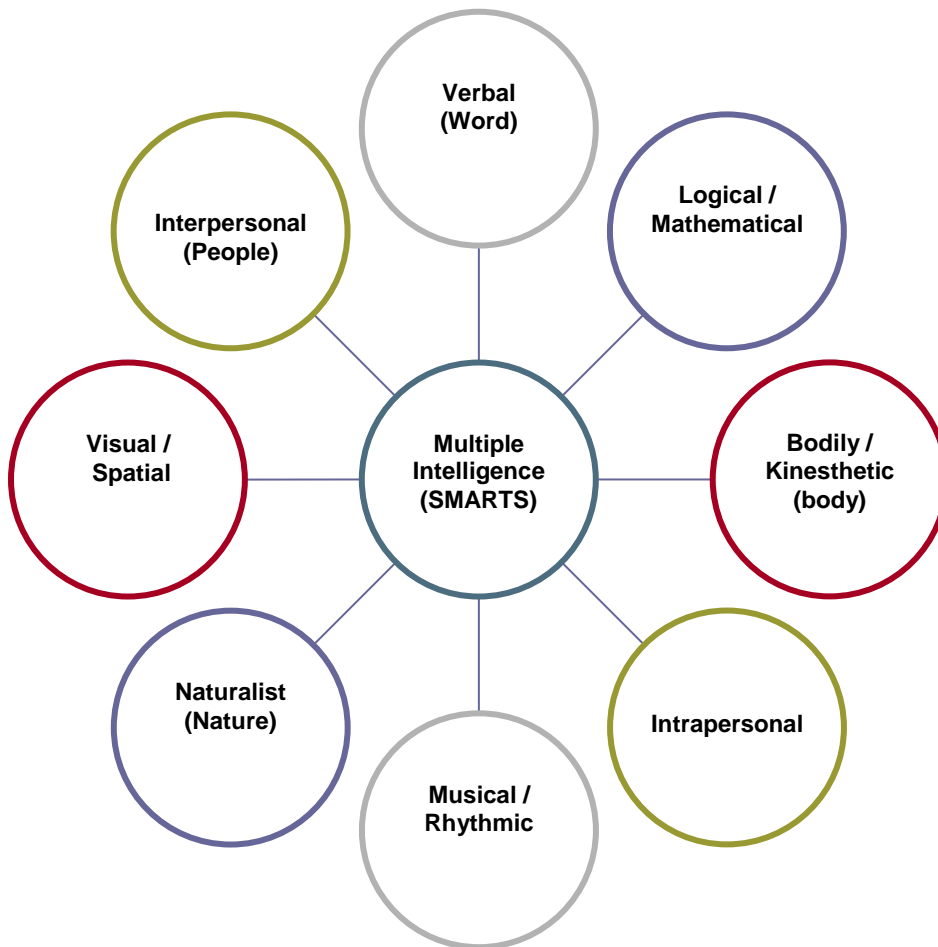
Bodily-Kinesthetic Intelligence
Interpersonal Intelligence
Intrapersonal Intelligence
Linguistic Intelligence
Logical-Mathematical Intelligence
Musical Intelligence
Naturalist Intelligence
Spatial Intelligence

Armstrong’s Terms

Body Smart
People Smart
Self Smart
Word Smart
Logic Smart
Music Smart
Nature Smart
Picture/Image Smart

By completing these activities, students will better understand their own “smarts” and thus be able to know what learning strategies work for them and possibly what future occupations will best match their strongest SMARTS

THE EIGHT INTELLIGENCES / SMARTS






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VISIONING THE FUTURE

Discuss the meaning of visualization with students as it applies to future planning and achievement. “If you don’t plan to succeed, you plan to fail” (author unknown), is a good starting point for the discussion.

Lead students through the scenario entitled **Visioning the Future** to set the stage for their own visualization activity for the future. Have students complete the activity **MY VISION OF THE FUTURE Hand Out**. 

CAREER CRUISING COMPUTER ACTIVITY

This activity requires a computer lab, access to www.careercruising.com and a full class session. Schools belonging to the Central Alberta Career Prep consortium may contact Career Prep for their user name and password. To continue the self-assessment process, students should complete an on-line activity in Career Cruising called Matchmaker which will match their interests to occupational titles. Have students work through the **CAREER CRUISING MATCHMAKER ACTIVITY HAND OUT**.

Tips for Teachers/Facilitators on Career Cruising Matchmaker:

- The more effort the students put into answering the questions, the better their results will be. For example, encourage students to avoid the middle “does not matter” unless they really do not have a preference. Stating their likes and dislikes will improve their results
- Students should answer all available questions.
- Results give students a list of 40 occupations – invite them to explore jobs they have never considered. If students dislike some of the jobs suggested, this can be helpful for decision making. Student instructions explain why an occupation the student thinks they would like may not appear on their suggested list.
- What is suitable for you? – When looking at an occupation, check out if it is a match!



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SELF-ASSESSMENT RESOURCES

Many of the following online and print resources were used in the development of “The Me in Meaningful Career Planning–Self-Assessment”; included are additional resources that may be used for teacher information or for further student activities.

Online Resources

1. Alberta Learning Information Service

alis.alberta.ca

The Alberta Government online career planning site

Occupations may be searched not only by title, but by interest, subject, industry and education, as well.

2. Career Cruising

www.careercruising.com

3. Franklin Covey

www.franklincovey.com/cgi-bin/teens/teens-msb/part01/index.html

4. The Princeton Review Quiz

www.princetonreview.com/cte/quiz/career_quiz1.asp or

Type in **Princeton Review Quiz** on **Google** and click on title to open

A twenty four question online inventory

The Princeton Review Career Quiz is generally completed by a person who wishes

to match their interests and general work styles to appropriate careers

Print Resources (available free from e-Career Shop catalogue on alis.alberta.ca web site.)

1. *Career Planner: Choosing an Occupation*

“How do you decide what occupation is right for you? Take the five steps to a new career path. This plain language workbook is full of exercises and tips to work through the steps. It covers all of your questions. What am I doing right now? What do I need to know? What are my best choices? What do I need to do now? What actions will I take? The resource section offers additional sources of help.”

Alberta Employment, Immigration and Industry

2. *Multiple Choices: Planning Your Career for the 21st Century*

“Every day you are making multiple choices on this journey called your life. This book will help you become comfortable with your choices along the way and provide you with the career building



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knowledge and skills you need to make decisions more easily. Practical exercises help you clarify your dreams, identify your skills and assets, and recognize attitudes and beliefs that either support or hinder you on your life's journey.”

Alberta Employment, Immigration and Industry

WRAP UP – SELF-ASSESSMENT: A LIFE SKILL

Remind students that self-assessment is an ongoing process. We may change and our circumstances may change as we move through school and into the work world. Some decisions we make today may alter as we have the opportunity to try new things. Get out there and take every opportunity available to try things that seem interesting. Some of these opportunities will open other doors to you, or you may choose to close some doors.

If time allows, have students quickly review opportunities available to them as contributing members or workers in their community: RAP, volunteer work, sports activities or student council.

Remember that many people will change their occupations up to 17 times over their life time. They will revisit self-assessment as they make important life decisions including choices about work and how work fits into the rest of their life.



PAUSE AND REFLECT

Self-assessment is a tool we use to gain a greater understanding of ourselves. We can think about our interests, skills, values and traits as they are now, we can be visionaries and predict what we will be like in the future, and we can consider the past and how events in the past have shaped who we are today. Reflection is a technique we can use to analyze past events to understand the positive results of these activities and to learn from the less positive results. With this greater understanding of our self, our career planning process can be based on more meaningful information.

To do meaningful reflection, consider these questions:

- How do I describe the activity I am reflecting on?
 - What was the activity?
 - When did it take place?
 - What steps did I follow to complete the activity?
- What were the outcomes of the activity?
- Were they the outcomes I really wanted?
- What did I do well?
 - What skills did I demonstrate?
 - What positive personality traits did I display?
 - What did I learn about my values?
 - What new things did I learn?
- What changes do I need to make to improve my results?
- What am I going to work on next?

Reflection is a lifelong process which results in lifelong learning!



MEANINGFUL REFLECTION

Choose one of the following activities, or one of your own, to do a self-reflection and complete the chart below. Use the details on the previous page.

Your decision to:

- Get a part time job after school
- Join the high school basketball/other team
- Take Physics/other course rather than a spare
- Move out of my parents' house
- Take the test for my driver's license
- My Proudest Achievement is _____

Reflection Chart

My Topic _____

| | |
|---|--|
| Describe the Activity - What? - When? - Steps | |
| Outcomes of the Activity | |
| Were they the outcomes I really wanted? | |
| What did I do well? - Skills? - Personality traits? - Values? - New things learned? | |
| What changes do I need to make to improve my results? | |
| What am I going to work on next? | |



INTEREST ASSESSMENT

Interests are the things you enjoy doing. Focusing on your likes and dislikes will help you plan for a career that best matches your interests. The more interest you have in your work, the happier you will be on the job. The following assessment will help you organize your interests into four categories: People, Data, Things and Ideas.

PEOPLE

| Do you like to ...? | <input checked="" type="checkbox"/> |
|----------------------------------|-------------------------------------|
| Entertain a child | |
| Listen to a friend's problems | |
| Teach someone a new skill | |
| Help someone who is sick | |
| Lead a group or club activity | |
| Work with the public | |
| Run for an office | |
| Sell chocolates for a fundraiser | |
| Total | |

DATA

| Do you like to ...? | <input checked="" type="checkbox"/> |
|-------------------------------|-------------------------------------|
| Research an interesting topic | |
| Be a treasurer of a club | |
| Do scientific experiments | |
| Work with numbers/statistics | |
| Figure a car's gas mileage | |
| Balance a bank statement | |
| Enter a science fair | |
| Keep score at a sports game | |
| Total | |

THINGS

| Do you like to ...? | <input checked="" type="checkbox"/> |
|-------------------------------------|-------------------------------------|
| Bake cookies | |
| Work on an old truck | |
| Make crafts like pottery or leather | |
| Operate a calculator | |
| Do landscaping and gardening | |
| Operate a digital/ video camera | |
| Operate machinery | |
| Make jewelry | |
| Total | |

IDEAS

| Do you like to ...? | <input checked="" type="checkbox"/> |
|---------------------------|-------------------------------------|
| Decorate a room | |
| Write a poem or story | |
| Edit a school yearbook | |
| Write lyrics to a song | |
| Paint, draw, or doodle | |
| Perform in a school play | |
| Play a musical instrument | |
| Invent a new product | |
| Total | |

My highest section at this time is: _____

Adapted from MnCareers 2005 Facilitator Guide



SKILLS AND ABILITIES ASSESSMENT

Occupations require different skills and abilities. You may not have all the skills or abilities necessary for many occupations, but you have an aptitude to learn new skills. Aptitudes measure the ease with which you can learn something new.

PEOPLE

| | |
|---|-------------------------------------|
| Do you have the ability for ...? | <input checked="" type="checkbox"/> |
| Teaching someone something new | |
| Supervising a group | |
| Caring for others | |
| Hosting events | |
| Chairing meetings | |
| Leading others | |
| Listening and counseling others | |
| Selling goods and services | |
| Total <input checked="" type="checkbox"/> s | |

DATA

| | |
|---|-------------------------------------|
| Do you have the ability for ...? | <input checked="" type="checkbox"/> |
| Accounting or bookkeeping | |
| Keeping a sports team's statistics | |
| Researching information | |
| Testing products or Ideas | |
| Investigating problems | |
| Computer programming | |
| Doing scientific experiments | |
| Collecting information | |
| Total <input checked="" type="checkbox"/> s | |

THINGS

| | |
|---|-------------------------------------|
| Do you have the ability for ...? | <input checked="" type="checkbox"/> |
| Repairing things | |
| Operating machinery or equipment | |
| Assembling games or equipment | |
| Using a variety of tools | |
| Cooking or baking | |
| Operating a sewing machine | |
| Woodworking/fabrication | |
| Construction or farming work | |
| Total <input checked="" type="checkbox"/> s | |

IDEAS

| | |
|---|-------------------------------------|
| Do you have the ability for ...? | <input checked="" type="checkbox"/> |
| Writing stories or poems | |
| Composing melodies or lyrics | |
| Designing new products | |
| Drawing, painting or doodling | |
| Acting or singing | |
| Playing a musical instrument | |
| Organizing new organizations | |
| Inventing new things/procedures | |
| Total <input checked="" type="checkbox"/> s | |

My highest section at this time is: _____

Adapted from MnCareers 2005 Facilitator Guide



PERSONALITY / TEMPERAMENT ASSESSMENT

Your personality is a combination of your emotional and behavioral characteristics that make you different from others. Your personality influences, how you think, feel and act with different people in different situations. Your personality traits, also known as temperaments, determine how you will connect to various occupations.

PEOPLE

DATA

| | | | |
|--|-------------------------------------|---|-------------------------------------|
| Are you/Do you...? | <input checked="" type="checkbox"/> | Are you/Do you...? | <input checked="" type="checkbox"/> |
| Cheerful to those around you | | Keep organized | |
| Helpful to friends and family | | Pay close attention to details | |
| Cooperative when working in a group or on a team | | Prefer to work with numbers and statistics | |
| Responsive to the needs of others | | Prefer to do repetitive tasks | |
| A leader or organizer of a group | | Prefer to work on a schedule | |
| Outgoing and enjoy meeting new people | | Think logically (step by step) | |
| Influence people's opinions | | Prefer practical ways of doing things | |
| Understanding and sympathetic to others | | Prefer to work alone | |
| Total <input checked="" type="checkbox"/> s | | Total <input checked="" type="checkbox"/> s | |

THINGS

IDEAS

| | | | |
|---|-------------------------------------|---|-------------------------------------|
| Are you/Do you...? | <input checked="" type="checkbox"/> | Are you/Do you...? | <input checked="" type="checkbox"/> |
| Like to work with rules, limits or standards | | Prefer to have a variety of tasks that change often | |
| Prefer to work with machines and objects rather than people | | Curious about how and why things are the way they are | |
| Efficient | | Look for new ways of doing things | |
| Prefer to work alone | | Artistic | |
| Prefer to work with your hands | | Creative | |
| Mechanical | | Prefer to set your own schedule | |
| Wonder about making something work or run | | Flexible in activities and behaviors | |
| Resourceful with materials and methods | | Expressive, a good writer, actor or drawer | |
| Total <input checked="" type="checkbox"/> s | | Total <input checked="" type="checkbox"/> s | |

My highest section at this time is _____



SOME OCCUPATIONS RELATED TO PEOPLE, DATA, THINGS, and IDEAS

Listed below are some examples of people, data, things and ideas occupational choices. It is important to remember though, that many occupations require interests, skills and personalities that fit more than one category. These are just some examples; there are many more occupations that fit each category.

| | |
|--|--|
| <p><u>PEOPLE</u></p> <p>Sales Person Travel Agent Manager Public Relations Person Advertiser Child Care Worker Teacher Recreation Leader Health Care Worker Lawyer</p> | <p><u>DATA</u></p> <p>Clerical Worker Computer Data Entry Worker Office Administrator Accountant Manager Medical Technician Computer Programmer Engineer Scientist Medical Researcher</p> |
| <p><u>THINGS</u></p> <p>Chef Air Traffic Controller Carpenter Welder Automotive Service Technician Construction Worker Farmer Painter Sewer Mill Wright Electronic Repairer</p> | <p><u>IDEAS</u></p> <p>Artist Photographer Stage Manager Architect Drafter Surveyor Medical Technician Musician Interior Designer Retail Merchant Movie Director</p> |



REFINING VALUES

Values refer to those things that are important to you. Values affect the choices we make and the meaning we give certain activities, people and events in our lives. Below are two lists of values: one reflects a selection of values that focuses more on the community; the other focuses more on individual values. You may identify important values from each list.

Read carefully the statements in each list and check those that fit for you. There is no right or wrong answer and it is important to be honest in your choices. Now for each section choose up to seven statements that most fit you. Rank them in order from most important to least important. Write your choices in the appropriate sections of the values wheel on the next page.

Look over your choices and reflect on the reasons you chose these particular value statements. What do they say about what is important to you and the kinds of things you need to have in your life? If you were to choose seven top values from these two lists, which ones would you choose?

Community Value Statements

1. Working with people I can get along with matters.
2. I want to work where I can live close to my family and friends.
3. I want my work to positively impact the environment.
4. I want to feel a sense of belonging at work.
5. I want others to think the work I do matters.
6. I want my work to allow me to be involved in my community.
7. Work that will not conflict with cultural or religious practices.
8. I want to work in a setting where each person is shown respect.
9. I want to work with people that cooperate rather than compete.
10. I enjoy the challenge of competition at work.
11. I want to make friends at work.
12. I want to be able to suggest changes and make a difference.
13. I want to be known as an expert by others.
14. I want to feel valued at work.

15. I want to feel like I am doing what I really believe in.
16. I want to help others and be able to know I have helped.
17. I want to become the boss at work.
18. I prefer to work alone rather than with others.
19. I like to see what I have accomplished.
20. I like to do routine work and know what to expect.
21. I like to be challenged to learn new things.
22. I like to do physical work.
23. I like to be in charge of what I am doing at work even if I am not the boss.
24. I want my work to be something that is important to me.
25. I want to make a lot of money.
26. I like to work with others I get along with.
27. I want to feel like I am appreciated.
28. I want to have flexibility with my work.

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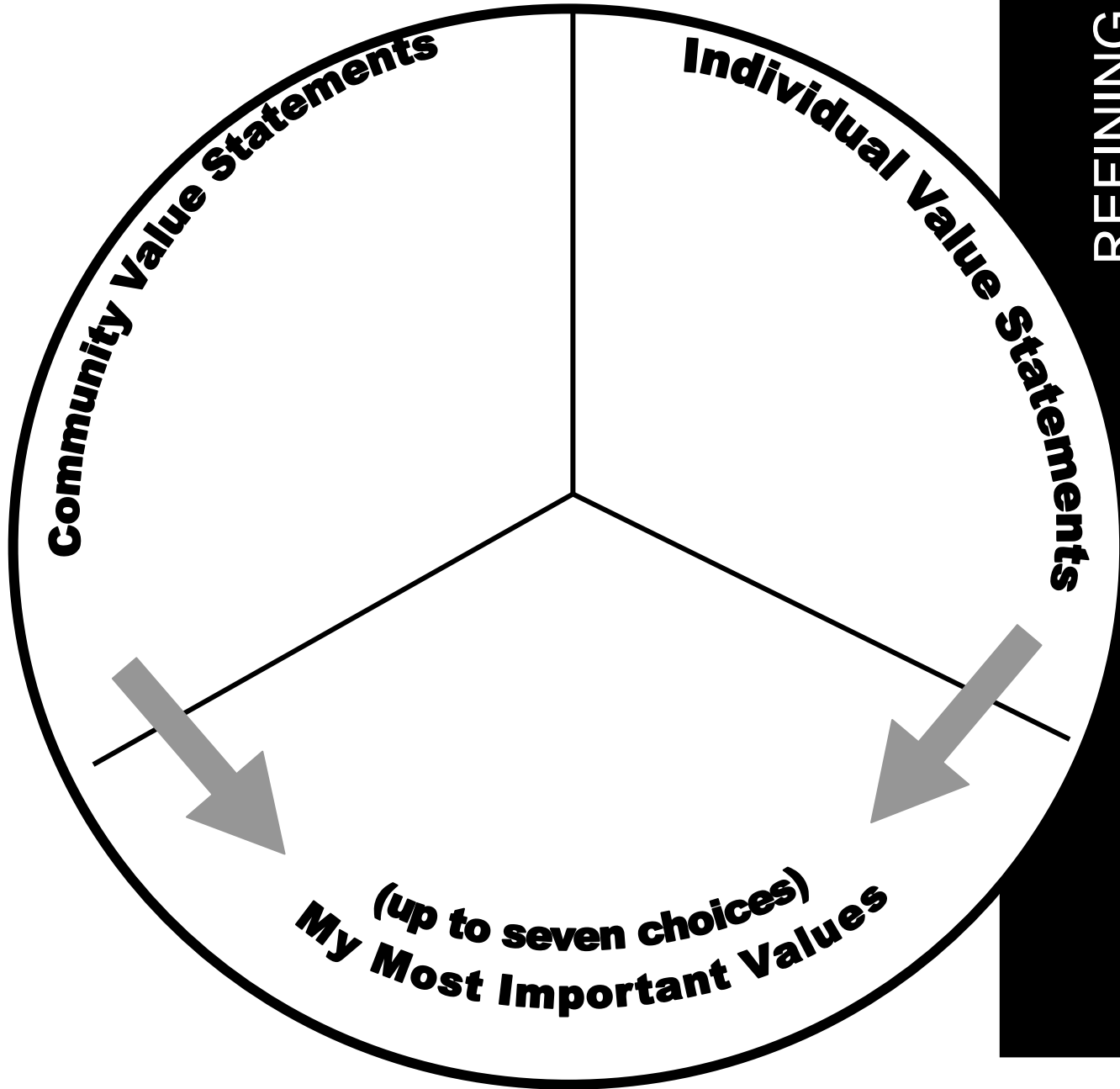


Aboriginal Human Resource Council
connections – partnerships – solutions





REFINING VALUES



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Aboriginal Human Resource Council
connections – partnerships – solutions





MY ASSESSMENTS SUMMARY

Use the information from your Interests, Skills and Abilities and Personality/Temperament assessments to complete the following chart. Write in the number of yes/☑'s you included for each category.

I. Interest Inventory – My interests are mainly focused on:

_____ People _____ Data _____ Things _____ Ideas

II. Skills and Abilities Assessment – My skills and abilities are mainly centered on:

_____ People _____ Data _____ Things _____ Ideas

III. Personality/Temperament Assessment – I think I am this type of person:

_____ People _____ Data _____ Things _____ Ideas

Total from I to III:

_____ People _____ Data _____ Things _____ Ideas

IV. My Five Top Work Values (from Refining Values) are:

Adapted from MnCareers 2005 Facilitator Guide



WHAT ARE MY LEARNING/WORK SMARTS?

VERBAL / LINGUISTIC SMARTS

- ___ I enjoy telling stories and jokes
- ___ I have a good memory for trivia
- ___ I enjoy word games (Scrabble & puzzles)
- ___ I read books just for fun
- ___ I am a good speller
- ___ In an argument, I tend to use put-downs or sarcasm
- ___ I like talking and writing about my ideas
- ___ If I have to memorize something I create a rhyme or saying to help me remember
- ___ For a group presentation I prefer to do the writing and research
- ___ When I buy something new, I read the instructions before I use it

TOTAL /10

LOGICAL / MATHEMATICAL SMARTS

- ___ I really enjoy my Math class
- ___ I like logical math puzzles or brain teasers
- ___ I find solving math problems to be fun
- ___ If I have to memorize something, I tend to place events in a logical order
- ___ I like to find out how things work
- ___ I enjoy computer and any other math games
- ___ I love playing chess, checkers or Monopoly
- ___ In an argument, I try to find a fair and logical solution
- ___ If something breaks and won't work, I look at the pieces to try to figure out how it works
- ___ For a group presentation I prefer to create the charts and graphs

TOTAL /10

VISUAL / SPATIAL SMARTS

- ___ I prefer a map to written instructions
- ___ I daydream a lot
- ___ I enjoy hobbies such as photography
- ___ I like to draw and create
- ___ If I have to memorize something I draw a diagram to help me remember
- ___ I like to doodle on paper whenever I can
- ___ In a magazine, I prefer looking at the pictures rather than reading the text
- ___ In an argument I try to keep my distance or visualize some solution
- ___ If something breaks and won't work, I tend to study a diagram of how it works
- ___ For a group presentation, I prefer to draw all the pictures

TOTAL /10

BODILY / KINESTHETIC SMARTS

- ___ My favorite class is Gym since I like sports
- ___ I enjoy activities like woodworking, sewing and building things
- ___ When I look at things, I like touching them
- ___ I have trouble sitting still for a long time
- ___ I use a lot of body movements when I talk
- ___ If I have to memorize something, I write it out a number of times until I know it
- ___ I tend to tap my fingers or play with my pencil
- ___ In an argument I tend to strike out and hit or run
- ___ If something breaks and won't work, I tend to play with the pieces to try to fit them together
- ___ For a group presentation, I prefer to move the props around, hold things up, or build a model

TOTAL /10



MUSICAL/RHYTHMIC SMARTS

- _____ I enjoy listening to CD's and the radio
- _____ I tend to hum to myself when working
- _____ I like to sing
- _____ I play a musical instrument quite well
- _____ I like to have music playing when doing homework or studying
- _____ If I have to memorize something I try to create a rhyme about the event
- _____ In an argument, I tend to shout or punch or move in some sort of rhythm
- _____ I can remember the melodies of many songs
- _____ If something breaks, I tend to tap my fingers to a beat while I figure it out
- _____ For a group presentation, I prefer to put new words to a popular tune, or use music

TOTAL /10

INTERPERSONAL SMARTS

- _____ I get along well with others
- _____ I like to belong to clubs and organizations
- _____ I have several very close friends
- _____ I like helping teach other students
- _____ I like working with others in groups
- _____ Other people ask me to help them solve their problems
- _____ If I have to memorize something, I ask someone to quiz me to see if I know it
- _____ In an argument, I tend to ask a friend or someone in authority to help out
- _____ If something breaks, I try to find someone who can help me fix it
- _____ For a group presentation, I like to help organize the group's efforts

TOTAL /10

INTRAPERSONAL SMARTS

- _____ I like to work alone without anyone bothering me
- _____ I like to keep a diary
- _____ I like myself (most of the time)
- _____ I don't like crowds
- _____ I know what I am good at and what I am weak at
- _____ I find that I am strong willed, independent, and I don't follow the crowd
- _____ If I have to memorize something, I tend to close my eyes and feel the situation
- _____ In an argument, I usually walk away until I calm down
- _____ If something breaks, I wonder if it is worth fixing
- _____ For a group presentation, I like to contribute something that is uniquely mine, often based on how I feel

TOTAL /10

NATURALIST SMARTS

- _____ I am keenly aware of my surroundings and of what goes on around me
- _____ I love to go walking in the woods and looking at the trees and flowers
- _____ I enjoy gardening
- _____ I like to collect things like rocks, sport cards, stamps etc.
- _____ As an adult, I think I would like to get away from the city and enjoy nature
- _____ If I have to memorize something, I tend to organize it into categories
- _____ I enjoy learning the names of living things in our environment, such as flowers and trees
- _____ In an argument, I tend to compare my opponent to someone or something I have read or heard about and react accordingly
- _____ If something breaks, I look around me to try to find something to fix it
- _____ For a group presentation, I prefer to organize and classify the information into categories so it makes sense

TOTAL /10

Adapted from Greg Gay (University of Toronto) – Adapted by J. Ivanco, 1998



MY SMARTS SUMMARY

Research indicates that all human beings have at least eight different types of SMARTS. Some SMARTS are naturally more developed than others, and others become stronger from practice. If you know what your strengths are, you can choose activities to strengthen your best intelligences, and you can choose activities that improve those that are not so strong. Knowing your strengths also helps you to make career choices which best suit your skills and interests.

Fill in the chart below to summarize your SMARTS by counting the total questions you checked for each SMART:

| SMARTS | Total Checkmarks |
|----------------------|------------------|
| Verbal/Linguistic | _____ |
| Visual/Spatial | _____ |
| Logical/Mathematical | _____ |
| Bodily/Kinesthetic | _____ |
| Musical/Rhythmic | _____ |
| Intrapersonal | _____ |
| Interpersonal | _____ |
| Naturalist | _____ |

My two strongest SMARTS are:

_____ and _____

The two SMARTS I would like to improve are:

_____ and _____

The activities I can take part in to practice the SMARTS I would like to improve are:

SMARTS: _____
Activity One: _____
Activity Two: _____

SMARTS: _____
Activity One: _____
Activity Two: _____



DEVELOPING A PERSONAL MISSION STATEMENT

What is a personal mission statement?

A personal mission statement is a statement of your vision for your life.

McDonald's has a business mission statement. "McDonald's vision is to be the world's best quick service restaurant experience. Being the best means providing outstanding quality, service, cleanliness and value, so that we make every customer in every restaurant smile."

What might a mission statement contain?

Some mission statements might be a one sentence statement outlining your purpose in life, or a page which answers several questions about your goals, your values, your relationships, your strengths and your weaknesses. These are some examples of questions you can think about while developing your mission in life:

- What are my goals for me and for other people in my life?
- What are important values I want to build upon no matter what?
- What is one thing I can do in my life right now to make a difference in my personal relationships?
- What is one thing I can do right now to make a difference in my school relationships?
- What are my greatest positive traits?
- What character traits do I need to work on?
- Who have been/are the people with the greatest influences on my life? How have they influenced me?

ACTIVITY – DEVELOP A MISSION STATEMENT ONLINE

The mission statement exercise below will help you to think of who you are, what is important to you, and some of the things you would like to do with your life:

The Great Discovery Teen Mission Statement Builder:

<http://www.franklinplanner.com/cgi-bin/teens/teens-msb/part01/index.html>

- Complete the exercise following the directions given
- Click for results
- Copy and paste the results to a Word document
- Print the results



VISIONING THE FUTURE

Visualization – Using our imaginations to form a mental image is something we all do. Professional or non-professional athletes or musicians use visualization to improve their performances. They see themselves in their minds winning the race or playing a great piece of music.

In career planning visualization can help identify potential occupations.

Read (or have the teacher read) the following script and then write thoughts about your ideal future.

It's 10 years from now and you are just waking up from a good sleep. As you wake up you remember that your life has gone almost exactly the way you wanted it to....you get out of bed and begin to notice what is around you. You take notice of where you are living and what your home is like...you look outside and notice where you reside...a town or city, the province or state, the country...you pay attention to your immediate surroundings as you get ready for the day, taking special notice of who you are living with – a spouse, a partner, children?...you also attend to your lifestyle – your home, your furniture and hobby equipment.

Now you take a moment to think about the upcoming day, examining what you will enjoy most about the day...then as you go outside for the first time, you come across a friend you have not seen for about 10 years, and the friend asks you about what you have been doing. You answer, describing your life and the things you have been doing since the last time you saw this friend...you describe your relationships, your work, your hobbies and your lifestyle to this friend...and you describe two or three things you are especially proud of....





MY VISION OF THE FUTURE

What is my life about?

I will likely spend the day with:

Today I will look forward to doing:

Since I last saw my friend 10 years ago, I have been:

My hobbies include:

My work is:

Something I do with my life that is worthwhile to me is:

What I treasure most about my life is:

The things that I am most proud of are:



CAREER CRUISING MATCHMAKER

Web Address: www.careercruising.com

User Name: School's User Name

Password: School's Password

CAREER MATCHMAKER

- From the main screen, click on **CAREER MATCHMAKER**
- Enter your first and last names
- Click on **START A NEW MATCHMAKER SESSION**
- Read instructions, then click START
- Answer the questions. If you need more information to clarify the questions, click on the question mark (?) and an explanation of the terms will appear. Try to avoid answering **"DOES NOT MATTER"** too often as it sometimes removes occupations from your list that you might be interested in.
- After you answer the first 39 questions, Career Matchmaker will suggest forty occupations based on your answers to the Matchmaker questions.
- Click on **ANSWER MORE QUESTIONS TO IMPROVE MY RESULTS**. These are questions related to the answers you gave in the first 39 questions. Your answers to these questions will closer match your specific interests. Answer **all** available questions.
- Click on the grey **SAVE TO MY PORTFOLIO** button. You will be asked to provide your own user name and password for your PORTFOLIO.
- Click on **MY SKILLS**. Complete the survey. **SAVE TO MY PORTFOLIO**
- Click on several of the suggested occupations for you. Skim through information paying special attention to:
 - **SUITABLE FOR YOU** (this matches the important aspects of the occupation to your interests)
 - **JOB DESCRIPTION AND WORKING CONDITIONS**
 - **EDUCATION**
Check out post secondary programs and colleges where you might take these programs



- If the education required is an apprenticeship:
 - Click on **EDUCATION**
 - Read the information
 - Click on **Alberta**
 - Click on an appropriate apprenticeship program
 - Read the information
- **CAREER PATH** (this gives you an idea about how you might progress in this occupation from a novice in the occupation to an expert, including responsibilities and average salary)
- If an occupation that you are interested in does not appear in your list, click on **SEE HOW OTHER CAREERS MATCH UP WITH MY ANSWERS**. Enter the name of your career choice in the **SEARCH FOR CAREERS** box. Click **GO!** Then click on the career.
- Once you have clicked on the career, the **SUITABLE FOR YOU** chart will appear. Notice that you have probably answered “**DISLIKE, DISLIKE VERY MUCH, OR DOES NOT MATTER**” to at least one of the important requirements for success in the field you have chosen.
You must then decide whether to accept a condition which is not necessarily of interest to you. For example, if you indicated that you dislike Math very much and the occupation requires you to perform at least some mathematical operations, you must decide if you need to do some extra work to improve your skills in Math. Or you may decide to choose another career path. You may review and change answers to your questions by clicking on **REVIEW MY ANSWERS AND MAKE CHANGES**.
- Click the grey **VIEW CAREER SUGGESTIONS SO FAR** button. Career Matchmaker will update your list of occupation suggestions.
- Click **SAVE TO MY PORTFOLIO**.